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ABSTRACT

The report evaluates a global education project which was carried out during the 1978-1979 school year by 18 teachers from six elementary schools in Virginia, Maryland, and the District of Columbia. The project staff aimed at incorporating a global education approach into social studies classes involving over 400 students in grades one through six. This study was undertaken to assess the effect of the project on teacher attitudes and teaching behavior, the impact of a global education dimension on student attitudes toward other nations and other peoples, and the degree of student ethnocentrism. Measurement instruments used in pre- and posttests were the Global Education Attitude Scale (designed to measure ethnocentrism) and the Global Education Teaching/Learning Questionnaire (developed to gather data on global education teaching, materials, and activities). Data were statistically analyzed. Findings indicated that students did change their attitudes in a positive direction as a result of participating in the project and that teachers became more interested in and spent more time teaching about global topics. In addition, students developed a significantly more comprehensive view of the United States along with a greater understanding of other nations and other peoples. Conclusions are that a global education program can make a difference and can be successfully integrated into an existing social studies program. (Author/DB)

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National Association of Elementary School Principals

Global Education Project

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Evaluation Report

November 14, 1979

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SP 012 285

TABLE OF CONTENTS

	PAGE
Overview	1
Evaluation Design	1
Analysis Procedures	3
Findings	4
Agree or Disagree	4
How I Feel	10
Describing Nations	11
People Pictures	13
Teacher Attitude Scale	17
Teacher Questionnaire	20
Informal Assessment	22
Summary and Conclusions	23
References	26
Appendix	27

A. Agree or Disagree

B. How I Feel

C. Describing Nations

D. People Pictures

E. Teacher Attitude Scale

F. Teacher Questionnaire

G. Reliability of Major Instruments

Overview

Eighteen teachers from six elementary schools of five school districts in northern Virginia, the District of Columbia, and Maryland, participated in a series of global education workshops during the 1978-1979 school year. These teachers, representing a large city, a small city, residential suburbs, and a rural area, had assisted in the planning of the workshops and the development of the project during the 1977-1978 school year. They agreed to incorporate a strong global education approach into their social studies classes on a preliminary basis that year, and more formally with over 400 students in grades 1-6 from September 1978 to June 1979.

The evaluation study was undertaken to assess (1) the impact of the project on teacher attitudes and teaching behavior and (2) the impact of a global education dimension incorporated into an existing social studies program on a) student attitudes toward other nations and other peoples, and b) degree of student ethnocentrism or, put conversely, proglobalmindedness.

Evaluation Design

Teachers

Sample: A representative sampling of 11 of the 18 teachers who had participated in the global education workshops sponsored by the National Association of Elementary School Principals and had implemented a well-defined global education dimension into their existing social studies program.

Method Employed: Pretest in October 1978 prior to the first global education workshop; post test in May 1979 following the last global education workshop.

Instruments: GLOBAL EDUCATION ATTITUDE SCALE, a Likert-type scale with a set of 30 statements designed to measure the degree of ethnocentrism or political chauvinism, developed

in 1975 by I/D/E/A, Research Division, A Study of Schooling USA, Global Education Substudy. (Note: The first 15 items on this scale are the same as those on the student attitude scale, Agree or Disagree.

GLOBAL EDUCATION TEACHING/LEARNING QUESTIONNAIRE, developed by the NAESP Global Education Project in 1978 to gather data on global education teaching and learning materials and activities in elementary schools.

Students

Sample: A 16% random sampling (71 students) drawn from the 449 children from six schools in five districts who had been exposed to five different global education programs, each with a common set of objectives and integrated into an existing social studies program. Although the sampling had begun with 20% of the subjects, no first grade children were included in the final sample due to problems in test administration. Children for whom there were not both pre and post test responses were also dropped from the final sample analyzed. These two adjustments brought the total to 16% or 71 students.

Method Employed: Pretest in early October 1978 prior to implementation of global education program; post test in early June 1979 following completion of the global education program.

Instruments: AGREE OR DISAGREE, a Likert-type scale with a set of 15 statements adapted by the FAMES Project at Boston University in 1976 from the chauvinism subscale of I/D/E/A's A Study of Schooling USA. The instrument measured the degree of ethocentrism, or stated conversely, proglobalmindedness.

DESCRIBING NATIONS, a 12 page scatter inventory adapted by the FAMES Project from the work done in 1974 by Educational

Testing Service as part of its Other Nations-Other People study conducted for the United States Office of Education. This modified semantic differential called upon children to select from 22 words or phrases those that best described each of 12 nations (including the United States) and their peoples.

PEOPLE PICTURES, developed by the FAMES Project in 1976 based in part on the work of two international education studies, Lambert and Klineberg for UNESCO in 1967 and Berg at the University of Minnesota in 1971. This instrument was composed of 12 photographs, three each of four standard reference people identified by Lambert and Klineberg, (Kenyans, Germans, Chinese, and Americans), with each photograph followed by a scatter inventory of 18 evaluative descriptions taken from the Lambert and Klineberg study. Children were asked to study the people in the picture and what they were doing and then to draw lines around those words which best described what the children thought.

HOW I FEEL, a Likert-type scale with smiley faces designed by the FAMES Project in 1976 to measure children's feelings relating to social studies and global education.

Analysis Procedures

The major purpose of the analysis of the data was to determine whether differences existed between pre and post test administration of the instruments.

The *t* test was selected as the statistical method for the analysis. Probabilities reported in each of the tables are 2-tailed probabilities. Since the post test results were expected to be higher than the pretest, hypotheses of interest

were directional in nature. Therefore significant results are identified in terms of their level of significance for one-tailed tests at either the .01 or .05 level. The .05 level was set as the critical value throughout this evaluation; that is one would accept a finding based on these data with at least 95% certainty.

The statistics were compiled and the tests of significance run at the University of Maryland under the direction of Mary Batcher.

Findings

Agree or Disagree

This instrument, designed to measure the degree of political chauvinism or ethnocentrism of the students, was analyzed in two different ways. A *t* test was run on the differences between pre and post test responses on each of the 15 statements on the Likert-type scale. Group ethnocentrism was analyzed by running a *t* test on the differences in the group's pre and post test scaled scores for the instrument as a whole.

In completing the instrument, students were asked to respond to fifteen statements on a five-point scale ranging from strongly agreeing to strongly disagreeing. Since all but two of the sentences (3 and 11) were chauvinistic, the higher the score, the less ethnocentrism is indicated. The table below presents the means, standard deviations, and the *t* value with its probability level of those statements where there were significant differences between the pre and post test results. The *t* tests were run on pre minus post so that a negative *t* indicates that the post test score was higher than the pretest score for that statement. Results significant at the .05 level of significance for a one-tailed test are noted with an asterisk. (Stated more simply the probability of these differences just happening by "chance" were five in a hundred." Results significant

TABLE 1

STATISTICAL ANALYSIS OF AGREE OR DISAGREE STATEMENTS
WITH SIGNIFICANT PRE AND POST TEST DIFFERENCES

Statement	Pretest Mean and (Standard Deviation)	Post test Mean and (Standard Deviation)	T Value	Probability
4. Schools should teach students that our country is the best in the world.	3.000 (1.606)	3.443 (1.421)	-2.00	.05*
5. The greatest danger to American government comes from ideas from other countries.	2.771 (1.253)	3.300 (1.289)	-2.58	.01**
6. America controls the world.	3.400 (1.592)	3.942 (1.493)	-2.43	.01**
13. Schools waste their time teaching about other countries and people.	4.028 (1.503)	4.400 (1.134)	-1.67	.09*

*Significant at .05 for a one-tailed test
**Significant at .01 for a one-tailed test

at the .01 level for a one-tailed test are indicated with a double asterisk. (The probability of these differences just happening by "chance" were one in a hundred.") Note that a negative t indicates that the post test results were more favorable (displayed less ethnocentrism or chauvinism) than the pretest results.

The responses would indicate that the students interest and support for global education programs in the schools grew as a result of their participation in the NAESP project. In addition the students seemed to conclude that there is little danger to American government from ideas from other countries and that America does not control the world.

Table 2 presents the analysis of the 11 remaining statements which had non-significant pre and post test differences. In all but two of the statements on the table, a high mean score would indicate strong <u>disagreement</u> and thus low ethnocentrism. Two of the statements, 3 and 11, are stated in positive terms; therefore a low mean score would indicate strong agreement and a low degree of ethnocentrism. Although there were differences in pre and post test means for these other statements, these small differences were not significant and can be interpreted as due to random error where there is no difference between the means.

The responses suggest that the students very strong feelings against war or fighting as a means of solving conflict did not change (items 2, 3, and 11); neither did their support for interdependence (items 1, 9 and 10).

Since the analysis of the individual statements on the Agree or Disagree instrument seemed to indicate that the students were proglobalmindedness , it was decided to determine the extent of this attitude by computing a proglobalmindedness or ethnocentrism score. After making the mathematical adjustment for items 3 and 11 so that all statements would be weighed

TABLE 2

STATISTICAL ANALYSIS OF AGREE OR DISAGREE STATEMENTS
WITH NON SIGNIFICANT PRE AND POST TEST DIFFERENCES

Statement	Pretest Mean and (Standard Deviation)	Post test Mean and (Standard Deviation)	T Value	Probability
1. The U.S. should keep all of its food for itself.	3.814 (1.417)	3.872 (1.413)	-.29	.77
2. If another country does not agree with us, we should fight them.	4.211 (1.372)	4.197 (1.214)	.08	.94
3. Wars between countries can be stopped from happening.	2.169 (1.363)	1.972 (1.25)	1.12	.27
7. We must take care of Americans before taking care of the people from other countries.	2.507 (1.585)	2.704 (1.497)	-.95	.34
8. It is all right for the American government to lie to another country if this protects the American people.	3.479 (1.520)	3.310 (1.564)	.75	.45
9. Helping other countries is a waste of our money.	3.629 (1.580)	3.529 (1.462)	.40	.69

TABLE 2 (continued)

STATISTICAL ANALYSIS OF AGREE OR DISAGREE STATEMENTS
WITH NON SIGNIFICANT PRE AND POST TEST DIFFERENCES

Statement	Pretest Mean and (Standard Deviation)	Post test Mean and (Standard Deviation)	T Value	Probability
10. America is so great that it can solve all of the world's problems by itself.	3.710 (1.496)	3.855 (1.331)	-.73	.47
11. Talking things over with another country is better than fighting.	1.352 (.987)	1.380 (.868)	-.17	.866
12. I think American people are the best in the world.	3.271 (1.503)	3.257 (1.401)	.08	.93
14. There is no sense worrying about the problems of the world because they are too great to be helped by a person like me.	3.394 (1.378)	3.592 (1.283)	-1.03	.31
15. People from other countries should be stopped from living in the U.S.	4.085 (1.481)	3.958 (1.325)	.53	.60

in a similar manner, scaled scores were computed by adding the individual item means and dividing the sum by the number of items. Note once again that the higher the score the less ethnocentrism or the more proglobalmindedness. A *t* test was run to determine the significance of the differences between the pre and post test scaled scores. The results are presented in Table 3.

TABLE 3

T TEST ON SCALED SCORES
FOR AGREE OR DISAGREE
PRE AND POST TEST MEANS

Test	Mean	Standard Deviation	T Value	Probability
Pre	3.586	.564	-2.43	.02*
Post	3.733	.495		

*Significant at .05 for a one-tailed test

The analysis indicated significance at .05 level for a one-tailed test.

Comparisons were made with the I/D/E/A and FAMES samplings. There were no significant differences on individual item means between the NAESP students and the students in the FAMES project. An analysis by inspection of the scaled scores showed a higher FAMES scaled score (3.94). It is interesting to note that the NAESP students' scaled score on the pretest (3.586) was almost identical to that of the I/D/E/A sampling scaled score for elementary students (3.56). The growth in post test scores would appear to be causally related.

Students ethnocentrism had reduced significantly, or put in other terms, their "proglobalmindedness" had grown significantly as a result of their participation in the NAESP global education project.

Findings (continued)

How I Feel

This instrument, designed to assess students' feelings about social studies, was analyzed by running a *t* test on pre and post test means. The results of the test of significance on each of the three questions on the instrument is presented in Table 4. The higher the mean the more positive the students' feelings toward the topic in question.

TABLE 4

STATISTICAL ANALYSIS OF HOW I FEEL

Question	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	Probability
1. How do you feel when it's time to have social studies?	2.826 (1.043)	2.667 (.995)	1.04	.30
2. How do you feel about the work you have done in social studies?	3.145 (.912)	3.217 (.855)	-.56	.58
3. How do you feel about learning about people who live in other countries in social studies?	3.529 (.762)	3.529 (.722)	.00	1.00

The analysis indicated there were no significant differences between pre and post test mean scores. Students generally had a positive feeling about social studies and especially about learning about people who live in other countries.

Describing Nations

Describing Nations, a scatter inventory assessing children's perceptions of other nations and other peoples, was analyzed in two major ways. Thirteen of the individual terms that students used to describe nations and their peoples were first examined. These terms were identified as most frequently used from the administration of the instrument in two other studies: Other Nations, Other Peoples (E.T.S. for U.S.O.E.) and FAMES Project (Mitsakos at B.U.). The extent to which students described the twelve nations on the instrument was also compared.

The analysis began by determining means for each description by combining its use across all nations. *t* tests were then run on the pre and post test differences. Since the *t* tests were performed on pre minus post, a negative *t* value indicated that the description was selected more often on the post test than on the pretest. Table 5 presents the analysis of the descriptive terms.

The analysis indicated that there were increased from pretest to post test in the use of all but two of the descriptions, "happy" and "unhappy." However, only two descriptions were used at a statistically significant greater rate, ("warm weather" and "strong"). Although the number of statistically significant differences in the use of terms was small, the consistency in the increase use of descriptions from pre to post test should be noted. No attempt was made to assess the accuracy in the use of a particular term to describe a particular nation.

Scaled scores were developed to determine the degree to which students described the twelve nations in Describing Nations. These scores were generated by first computing a mean for each description. These means were then summed separately

TABLE 5

STATISTICAL ANALYSIS OF SELECTED TERMS FROM DESCRIBING NATIONS

Term	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
peaceful	5.817 (3.579)	5.944 (3.281)	- .27	.78
are like us	2.859 (3.213)	3.127 (2.813)	- .59	.56
friendly	5.817 (3.262)	6.479 (3.079)	-1.51	.14
warm weather	3.423 (2.247)	4.042 (2.045)	-2.33	.02*
happy	4.958 (3.169)	4.521 (2.634)	1.07	.29
many farms	3.112 (2.412)	3.169 (2.077)	- .17	.86
many people	3.507 (2.216)	3.944 (1.934)	-1.49	.142
strong	3.690 (2.470)	4.465 (2.222)	-2.35	.02*
warlike	3.761 (2.510)	4.211 (2.443)	-1.40	.17
poor	3.930 (2.173)	4.042 (2.052)	- .35	.73
large	4.338 (2.255)	4.479 (1.874)	- .48	.63
cold weather	3.366 (2.079)	3.507 (2.144)	- .48	.63
unhappy	3.042 (1.634)	2.662 (1.463)	1.86	.06

*significant at .05 for a one-tailed test

for each country and the resulting sum divided by the number of descriptions on the instrument (22 for each nation except the U.S., 18). The analysis of these scaled scores appears in Table 6. The higher the scaled score the more comprehensive the view the students had of a particular nation and its people. The nations are listed in rank order by scaled post test scores. Note once again that the direction of the mean differences should be used in interpreting these data. A negative *t* value indicates the post test scaled score was higher than the pretest scaled score.

In eight of the twelve nations, students had higher post test scaled scores than pretest scaled scores indicating that their views of these countries had grown more comprehensive. Six of these increases were at a statistically significant level, (Russia, Spain, United States, Mexico, France, and Israel).

The degree to which students chose descriptions for the United States is in a class by itself, which of course was to be expected. On the other hand the increase in the post test scaled score, even though students were in a program with a strong global dimension, should be noted.

The other post test scaled scores seem to fall into the following clusters: Mexico, England, and Japan; Russia, France, Israel, Spain, and China; Egypt; Hopi Indian Nation; and Ghana.

Students views of other nations and other peoples seemed to have increased as a result of their involvement with the NAESP global education project. This change, however, was not at the expense of their view of the United States which has also increased at a statistically significant rate.

People Pictures

People Pictures was administered as another measure of the way in which children viewed other peoples. The evaluative

TABLE 6

ANALYSIS OF PRE AND POST SCALED SCORES ON DESCRIBING NATIONS

Nation	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
United States	.5000 (.340)	.5407 (.335)	-2.87	.01**
Mexico	.3530 (.192)	.3899 (.221)	-2.01	.05*
England	.3813 (.221)	.3861 (.251)	- .20	.85
Japan	.3765 (.194)	.3815 (.199)	- .31	.76
Russia	.2921 (.169)	.3547 (.192)	-3.50	.002**
France	.2826 (.167)	.3514 (.243)	-2.38	.02*
Israel	.3009 (.165)	.3480 (.209)	-1.98	.06*
Spain	.2815 (.172)	.3430 (.214)	-3.37	.003**
China	.3950 (.211)	.3410 (.207)	2.79	.01
Egypt	.3445 (.193)	.3175 (.193)	.72	.48
Hopi Indian Nation	.2985 (.118)	.2746 (.167)	1.03	.32
Ghana	.2191 (.122)	.2185 (.096)	.05	.96

*Significant at .05 for a one-tailed test
**Significant at .01 for a one-tailed test

descriptions used in the instrument were categorized as favorable (kind, good, friendly, nice, like us, smart, and pretty), general (normal, strong, happy, and different), or unfavorable (strange, bad, awful, mean, stupid, ugly, and unfriendly). These categories were drawn from the Lambert-Klineberg study for UNESCO and the FAMES Project at Boston University.

Analysis of variance tests were run on the three item types. Separate repeated measures analysis of variance tests were performed on pretest and post test descriptions. The results were significant at .01 for both pre and post test groups indicating that students distinguished among the three categories in their selection of descriptions for People Pictures.

A *t* test was run on differences in the pre and post use of the categories of evaluative descriptions. Table 7 presents the statistical analysis of this test. A lower mean score indicates a more positive view of other peoples on the unfavorable and general factors and a higher mean score indicates a more positive view of other peoples on the favorable factor.

The analysis of the data in Table 7 indicated that the students used unfavorable evaluative descriptions less frequently on the post test than they had used them to describe the people in pictures and what they were doing on the pretest. This finding mirrors that of the FAMES Project subjects. Although there were increases, there were no statistically significant differences in the students' use of favorable and general evaluative descriptions.

Children in the NAESP project seemed to have developed a more positive view of the people of other nations. Their performance on People Pictures evidenced a sensitivity to and positive acceptance of cultural diversity.

TABLE 7

ANALYSIS OF PRE AND POST MEANS
FOR TYPES OF EVALUATIVE DESCRIPTIONS
ON PEOPLE PICTURES

Type of Evaluative Description	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
Favorable	50.056 (17.552)	51.085 (16.744)	- .47	.64
General	23.493 (10.043)	24.366 (9.381)	- .69	.49
Unfavorable	12.704 (15.091)	8.859 (9.619)	2.74	.008**

**Significant at .01 for a one-tailed test

Teacher Attitude Scale

Global Education Attitude Scale was administered to teachers on a pre and post test basis. The first 15 items on the scale were identical to those on the student attitude scale, Agree or Disagree.

Tests of significance were conducted on the pre and post test responses on the 30 item teacher scale; the post test teacher and student response on the 15 identical items; pre and post test teacher attitude scaled scores (computed by adding the individual item means and dividing the sum by 30); and the teacher attitude scaled scores on responses on the first 15 items with student scaled scores on Agree or Disagree.

Table 8 presents those four statements where there were significant pre and post test differences on the teacher scale. Once again the larger mean and negative *t* value indicates the post test response disagreed more strongly with the statements indicated.

Table 9 presents the pre and post test teacher attitude scaled scores. Although there was an increase in the mean and a negative *t* value suggesting somewhat less chauvinism or more proglobalmindedness, this increase was not statistically significant.

Table 10 examines the three statements on which there were statistically significant differences between teacher and student post test responses. Both groups evidenced greater proglobalmindedness. The difference is one of degree. Note the small standard deviation in the teacher means in comparison to the student means.

Table 11 compares the differences in the post-test scaled scores of teachers based on the first 15 items on their instrument with the post test scaled scores of the students on those same statements on Agree or Disagree. These data along with the data in the previous tables indicate that the teachers in the project were somewhat less ethnocentric or evidence more proglobalmindedness than their students.

TABLE 8

ANALYSIS OF TEACHER GLOBAL EDUCATION
ATTITUDE SCALE STATEMENTS WITH
SIGNIFICANT PRE AND POST TEST DIFFERENCES

	Statement	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
6.	America controls the world.	3.600 (1.265)	4.300 (.675)	-2.09	.06*
7.	We must take care of Americans before taking care of people from other countries.	2.400 (1.430)	3.300 (1.252)	-3.86	.004**
18.	A country where people have too many children should not receive food or aid from the U.S.	3.909 (.944)	4.182 (.603)	-1.94	.08*
26.	The U.S. is closer to being ideal than any other country has been.	2.273 (.786)	2.818 (.982)	-2.63	.02*

*Significant at .05 for a one-tailed test
**Significant at .01 for a one-tailed test

TABLE 9

ANALYSIS OF SCALED SCORES
FOR TEACHER ATTITUDE SCALE
PRE AND POST TEST MEANS

Test	Mean	Standard Deviation	T Value	P
Pre	3.423	1.025		
			-1.35	.18
Post	3.505	1.06		

TABLE 10

ANALYSIS OF TEACHER AND STUDENT
POST TEST RESPONSE TO ATTITUDE
STATEMENTS WITH SIGNIFICANT DIFFERENCES

Statement	Student M and (s.d.)	Teacher M and (s.d.)	T Value	P
5. The greatest danger to American government comes from ideas from other countries.	3.296 (1.281)	4.273 (.467)	-2.49	.01*
9. Helping other countries is a waste of our money.	3.529 (1.462)	4.455 (.522)	-2.07	.04*
14. There is no sense worrying about the problems of the world because they are too great to be solved by a person like me.	3.592 (1.283)	4.546 (.522)	-2.43	.01*

*Significant at .05 for a one-tailed test

TABLE 11

ANALYSIS OF STUDENT AND TEACHER SCALED SCORES ON ATTITUDE SCALES

Group	Mean	Standard Deviation	T Value	P
Students	3.586	.564	-2.43	.02*
Teachers	3.733	.495		

*Significant at .05 for a one-tailed test

Teacher Questionnaire

Teachers completed an extensive questionnaire concerning themselves, their schools, and their teaching techniques and content. The section of the questionnaire relating to the amount of time allotted for social studies and for the teaching of specific content, teaching techniques and learning activities, and the influence of a variety of experiences on the teaching of global education concepts was completed on a pre and post test basis.

An analysis of these data indicated that the amount of time teachers allotted for social studies, 90-120 minutes per week, did not increase as a result of their involvement with the project. What did change significantly was the amount of time which was devoted to the teaching about other nations and other peoples, from an estimated eight (8) weeks total during the school year to twelve (12) weeks (Table 12).

Teachers, as shown in Table 13, indicated that they placed greater emphasis on the teaching of issues or world problems such as population, food supply/food scarcity, and the unequal distribution of wealth and resources as a result of their involvement with the project.

Teachers indicated on the questionnaire that several learning activities were used more frequently in the classrooms

TABLE 12

TIME DEVOTED TO TEACHING
ABOUT OTHER NATIONS AND OTHER PEOPLES

Group	Total weeks in school year
Pretest	8.4
Post test	11.6

TABLE 13

ANALYSIS OF TEACHER EMPHASIS
PLACED ON OBJECTIVES RELATING
TO WORLD ISSUES/PROBLEMS

Objective	Pretest M and (s.d.)	Post test M and (s.d.)	T Value	P
Overpopulation	2.000 (.775)	3.909 (1.136)	-4.60	.001**
Land use	3.182 (1.250)	3.727 (1.348)	- .94	.367
Food supply/ food scarcity	2.546 (.934)	3.909 (1.136)	-2.43	.035*
Energy	3.182 (1.168)	3.455 (1.214)	- .44	.669
Distribution of wealth and resources	2.545 (.688)	3.636 (1.286)	-2.13	. 05*

*Significant at .05 for a one-tailed test

**Significant at .01 for a one-tailed test

as a result of their involvement with the project. These included a significant increase in the use of comparative or generalizing activities, an increase in individualized or small group projects, greater use of the preparation and tasting of foods from other nations, and the more frequent singing of songs and listening of music from other nations and other peoples.

Finally an analysis by inspection was done on a series of questions examining to what extent various NAESP project experiences had influenced teachers in their teaching of global education concepts and their relationship to other nations and other peoples. In comparing pre and post test responses, it was noted that each of the NAESP workshop sessions had had much influence on teaching but that the specific sessions on teaching techniques and world problems had the greatest impact.

Informal Assessment

The pre and post test findings were reinforced throughout the year by the observations of the project consultant during visitations to the schools. The nature of the activities observed displayed a strong commitment to the project and its goals. This was manifested not only in day to day activities such as the development of retrieval charts and murals showing contrasts and comparisons, but in special projects which ranged from classroom visitations by resource people from other cultures and international agencies to a total school global fair.

Anecdotal observation records kept by some classroom teachers revealed the use of a variety of classroom activities and emphasis on global concepts. The logs also disclosed growth in student understanding and interest in the objectives of the project. This finding is evidenced in comments such as the following drawn from the logs:

> "Seem to fully understand what the basic needs really are. Realized that they had many things they didn't really need."

Informal Assessment (continued)

"Less negative reaction. Students enjoyed finding comparisons with our country. One student stated, 'We can learn different stuff from them. Someday even a spaceship may come to our world and they might look weird but maybe they can tell us something good we don't know yet.' "

"Children are able to recognize the similarities and differences."

"Very emotional discussion - students saw the problem of land usage."

"Was pleased kids were able to draw these conclusions."

"Students expressed concern. Were glad someone was helping (UNICEF and CARE). 'Why doesn't everyone help?' "

Summary and Conclusions

Due to the relatively small sample size of students and teachers and the somewhat less structured nature of this project, the author is reluctant to make sweeping generalizations based on the research findings. Some conclusions, however, do appear warranted.

A global education program can make a difference. It can have a positive effect on the way children view other nations and other peoples. It helps children accept cultural diversity. A strong global education dimension in a social studies program reduced student ethnocentrism and increases student proglobal-mindedness. The findings on student response to Agree or Disagree, People Pictures, and Describing Nations support this conclusion even more strongly than the earlier research in the field.

A global education program does not reduce a student's view of the United States. Although no comparison was made with children in a traditionally chauvinistic program, the findings support the conclusion that students' had developed a significantly more comprehensive view of the United States along with a greater understanding of other nations and other peoples. The proglobalmindedness developed does not appear to be at the expense of the students' attitudes toward their own country. This conclusion parallels that of the FAMES Project at Boston University and the Bellevue Evaluation Study at the University of Washington.

A global education dimension can be successfully integrated into an existing social studies program. Schools participating in the project did not adopt an entirely new textbook series or social studies program but rather integrated global concepts and generalizations into their existing curricular framework.

Global education workshop activities have valuable impact. The NAESP workshop sessions not only helped teachers conceptualize a global education component for their social studies program but also had a significant impact on their teaching behavior. Although there was some increase in proglobalmindedness as measured on the global education attitude scale, the author believes this increase would have been even more significant if this scale had been administered a year earlier at the beginning of teacher involvement with the project.

The NAESP Global Education Project might be considered a low key type of project. Teachers participated in a series of only four workshop sessions with only an occasional follow-up consultant visit. Teachers did not undertake an entirely new curriculum but rather modified or adopted an existing course of study. Teachers were given a modest budget for materials of their choosing and were not given any "high powered" media designed specifically for the project. The emphasis throughout the project was on a well-defined set of objectives to be

integrated, some modest support services from the project staff, and teacher and school creativity and follow-through. The author believes that the findings and conclusions are even more impressive when one considers the above in comparison to the impact of other curriculum projects of the sixties and seventies.

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Appendix

APPENDIX G

Reliability of Major Instruments

Agree or Disagree

Reliability Coefficient = .820*

People Pictures

"Favorable" Scale
Reliability Coefficient = .950**

"Unfavorable" Scale
Reliability Coefficient = .929**

"General" Scale = .895**

* I/D/E/A Research Division Report

** Coefficient Alpha Form of KR-20 run at the University of Maryland on NAESP Global Education Project data.